

**CONTAMINAREA EVALUĂRILOR DIN PARTEA
PROFESORILOR CU PRIVIRE LA ABILITATEA SOCIALĂ
A ELEVILOR DE LICEU: EFECTUL REZULTATELOR ȘCOLARE**

**THE CONTAMINATION OF TEACHERS' ASSESSMENTS OF
HIGH-SCHOOL STUDENTS' SOCIAL ABILITY: THE EFFECT OF
ACADEMIC RESULTS**

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Abstract

The purpose of our study was to investigate the effect of high-school students' annual average grades upon the assessments of their social ability made by their teachers. Very often, students with good or very good academic results are assessed as having a high level of general intelligence (general cognitive-intellectual ability). Starting from an assessment bias effect, we hypothesized that compared with high-school students which get poor academic results, those which get good and very good results are assessed by teachers as being more capable in the social domain. Thus, we presume the existence of a halo effect of the academic results upon the assessment of the students' personality characteristics, in particular social ability and skills. The work hypothesis was confirmed by the body of data we have obtained.

Keywords: social intelligence, social ability, school results, assessment, contamination

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